



Subject self-evaluation- Religious Education - SACRE



(The purpose of this part is to note the findings following book scrutiny or evidence of pupils' work within the subject. Consideration should be given to the amount, standard, variety, progression, subject skills, literacy and numeracy skills, cross-curricular aspects.)

Question 1: How good are the outcomes in Religious Education?

	Findings	Steps to take
FP	<p>The pupils are very confident in discussing their feelings and can reason how other actions can affect individuals' feelings.</p> <p>The majority can understand what the main messages are in religious stories with a few able to explain the effect of the messages/lesson on individuals.</p> <p>About half the pupils are able to identify some obvious religious symbols.</p> <p>By the end of the FP many are able to identify other religions successfully.</p> <p>By the end of the foundation period in role play, they can imitate religious people's jobs or achievement confidently.</p> <p>In dealing with a religious festival nearly every one is able to identify and join in the celebrations.</p>	<p>Create religious in character displays on the department's walls.</p> <p>Order more suitable religious books</p>
KS 2	<p>The majority of children are able to recall religious stories and the majority are able to express opinion about the messages of the stories through various activities.</p> <p>The majority of pupils can describe and begin to explain the beliefs and other religious practices.</p> <p>In using religious terms many of them are successful in speaking within context. They can compare the characteristics of religions</p> <p>Pupils across the stage are confident in inspecting religious sources and many can consider the matters that arise, only a few pupils can confirm debates and opinions.</p> <p>By the end of the key stage the majority are able to note the characteristics that are similar or different within religions.</p> <p>With encouragement the pupils use the language of religious language suitably.</p> <p>Nearly every one can ask questions about their own experiences and the world around them and are able to</p>	<p>Invite visitors, including local clergy and other religious leaders to lessons.</p> <p>Explain and justify ideas more thoroughly during circle time period and give them more opportunities to express opinion on how what they are learning affects them.</p>

	<p>discuss questions that arise from their experiences. A few pupils at the top of the key stage can ask intense and complex questions responding to them maturely. Standards that were seen in looking at pupils' work show that the standard is good across the school.</p>	
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Question 2: How good is the provision in Religious Education?

	Findings	Steps to take
FP	<p>The teachers use the Foundation Period framework to plan activities under the headings People beliefs and questions looking at the skills that manifest themselves under the headings Knowledge and Understanding of the World and Personal and social Development welfare and Cultural diversity.</p> <p>The teachers plan carefully and there is evident development from one class to the other. Plans give consideration to cross-curricular activities that make use of different areas within the foundation period. The pupils will have the opportunity to extend their moral and spiritual development by responding to ideas and question and discuss in circle time sessions.</p> <p>Very good use is made of stories, books, ICT equipment.</p>	<p>Continue to offer a wide range of varied and interesting experiences for the children</p> <p>Ensure that work plans challenge understanding and give opportunities to explain</p>
KS 2	<p>The teachers' background information is good.</p> <p>The work plans respond to the syllabus and the religious education curriculum requirements.</p> <p>Religious education has been mapped in a two year cycle for every class and shows progression and development from one class to the other giving consideration to the</p>	<p>Ensure that religious education is taught in accordance with class timetable.</p> <p>Opportunities to develop the side of thinking about the effect and results within the work plans.</p>

	<p>literacy and numeracy framework and the skills framework. Pupils are given opportunities to work cross-curricularly with religious education being woven into rich learning experiences.</p> <p>The quality of the teaching and the provision is good.</p>	
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How good is the provision for collective worship?

Does the worship conform to the statutory requirements? Yes.

Collective worship is considered to be an important part of the school day, child-centred, acknowledging the differential nature of the pupils and promoting a feeling of community in the school.

Our inclusive collective worship (is):

- child-centred
- acknowledges the differential nature of the pupil
- gives the opportunity for a pupil to be active (either directly – by singing a hymn, through praying together, or through offering attention, directly or indirectly, by meditating on their experiences)
- promote the feeling of community in school

Our spiritual collective worship:

- gives an opportunity to grow calm and to meditate in an atmosphere of silence and peace
- happens in a special atmosphere that, possibly, includes an attractive location, background music or a visible symbol to concentrate the mind
- encourages pupils to behave appropriately in arriving and leaving the worship and to feel homely and comfortable
- encourages pupils to be aware of the spiritual dimension through the medium of words, music or images
- provides opportunities for pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, praying, silence and meditation.
- provides opportunities for pupils to meditate individually
- a period separated from the day's announcements

Our educational collective worship:

- has been planned, prepared, presented and evaluated in order to ensure quality and relevant experiences
- relevant to curricular work
- gives an opportunity to meditate on its own education purpose celebrating a variety of educational attainments (not only academic or in the playing area)
- a medium to promote the school's educational aims

Good practice characteristics in collective worship from the Review framework

- Give adequate time to create an atmosphere and feeling of respect towards co-pupils, adults and property.
- Give opportunities to the pupils to participate and respond, either by taking an active part in presenting the worship or by listening, watching and joining in the worship offered
- Ensure that collective worship develops a social spirit, promotes ethos and common values and reinforces positive attitudes
- Plan joint worship carefully, usually over a number of weeks or over a term, in order to develop themes and ideas. Show various plans and balance of worship as record of the work carried out.
- Make effective use of appropriate stimuli, including drama, music, literature, artefacts and pictures, to hold and keep the pupils' interest and participation
- Ensure opportunities to play and meditate quietly.

